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ABSTRACT

The need to establish teacher education programs which inculcate at least the basic principles of multicultural education has been recognized repeatedly by both the profession and governmental agencies which administer programs of elementary, secondary, and post-secondary education. What is crucial to this matter is the model selected by a given institution to meet this goal. It is suggested that no single model exists which is relevant in every given situation. Rather, each program must devise strategies and curricula which respond to basic objectives within the parameters set by available human and non-human resources. Further, a prime prerequisite is a firm commitment on the part of the administration and faculty in the institution to programs designed to internationalize the curriculum. A model program of global education at Radford University, Virginia, which expands emphasis on multicultural and international education, is discussed. (JD)

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# A MODEL FOR INTEGRATING GLOBAL EDUCATION IN A TEACHER EDUCATION PROGRAM

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A Model For Integrating Global Education
in
A Teacher Education Program

Only two weeks ago, the citizens of the United States enjoyed a gala celebration honoring the one hundredth anniversary of the Statue of Liberty and the two hundred and tenth anniversary of the founding of the nation. Much attention was given to recounting the courage and determination of countless immigrants who came to the United States during the late nineteenth century and the early part of the twentieth century.

The assimilation of these persons into the American milieu gave rise to the oft-spoken reference to the country as the "melting pot". The phenomenon of the melting pot was, however, based on the understanding (both tacet and overt) that membership in the society required that one relinquish his cultural heritage. Stringent laws were enacted to ensure that a native American, unilingual, unicultural nation would evolve.

According to Hunter[1], the melting pot ideology failed. This failure was attributed to the fact that despite the national recognition given to the cultural diversity prevalent in American society, "no national effort was made to understand and accomodate different cultural groups." As a result, ethnic minorities maintained their own identities through the founding of ethnic communities or enclaves which served to ensure that the cultural identity of each group would be maintained and preserved for future generations.

With the rapid progress of the civil rights movement during the early part of the 1950's, the American conscience was spurred to reexamine the national posture concerning the plurality of its society. Cultural pluralism emerged as a more realistic approach to addressing the problems and concerns raised regarding the diverse ethnic groups.

According to Ryan and Cooper[2] the concept of cultural pluralism:

1. Requires an understanding and appreciation of the differences that exist among the nation's citizens;
2. Aims toward a sense of being and wholeness of the entire society based on the unique strengths of each of its parts;
3. Rejects both assimilation and separatism as goals of society; and
4. Seeks a healthy interaction among the diverse groups constituting the society.

Implicit in this understanding of cultural pluralism is the fact that each group maintains its own unique individuality while contributing to the maintenance and growth of society.

Santos[3] spoke of the fact that most things in life are interrelated and interdependent. He carried this notion further by adding that all parts of the educational system are likewise interrelated, and that those of us who work in higher education are part of a unitary system through which people move. "We cannot look at higher education without acknowledging the role of elementary and secondary education. Because we are so interdependent, we must care."

## Multicultural Education and Global Education

With the acceptance of the concept of cultural pluralism in the United States has come the recognition that our world is indeed a "global village". The survival of the world's civilizations, both present and future, require that we develop in our young people an understanding of the concept of global interdependancy.

The late Margaret Mead, addressing problems and issues stemming from the energy crisis of the early 1970's, spoke in favor of human cooperation through the sharing of technology as a means of solving human problems. She viewed this scientific cooperation as a beginning point in establishing long-range planning strategies for the benefit of all citizens of the world. "A new lifestyle can flow directly from the efforts of science and the capabilities of technology, but its acceptance depends on an overriding citizen commitment to a higher quality of life for the world's children and future generations on our planet."[4]

Jahn posited the view that multicultural experiences should not be restricted to the domestic scene. His argument is that the subculture of any given group "responds to the numerous social forces of the national culture engulfing it." In order to maximize their effectiveness, then, multicultural experiences "must reflect both internal diversity (national) and external diversity (international)." This combination provides the global perspective sought through multicultural experiences.[5]

In 1978, President Jimmy Carter organized the President's Commission on Foreign Language and International Studies. Among other relevant findings, the Commission reported the following:

> If the 47 million children in our schools are to function effectively in the next century, they must grow up with more knowledge about our interdependent world, keener awareness of other peoples, and greater sensitivity to those peoples' attitudes and customs. The task starts in kindergarten, and it must be given special emphasis throughout the elementary grades because it is in early childhood that basic attitudes are formed....[6]

Edgerton (1986) voiced much this same view by stating that colleges and universities must be actively engaged in systematic efforts to develop course content that "prepares students for significant characteristics of the world in which they will live." He identified three characteristics in this regard:

1. The world no longer consists solely of nature and people. Rather, ours is a world of science and technology.
2. We are citizens of a global community.
3. Our world is one in which majorities are becoming minorities; a world in which the concept of minorities is los its meaning. "Citizenship now includes having a sense of how things look when perceived and pondered from other cultures and languages.[7]

The notion that colleges and universities, through their teacher education programs, have a significant role in ensuring that the concepts of cultural pluralism and global interdependency are integral components of teacher training was most eloquently stated by the American Association of Colleges for Teacher Education Commission on Multicultural

Education in its classic report, No One Model American. This report explicitely stated that "To accept cultural pluralism is to recognize that no group lives in a vacuum - that each group exists as part of an interrelated whole." Programs designed to prepare persons to enter the teaching profession must provide for an understanding of multicultural education and evidence a commitment to the concept which premeates "all areas of the educational experience provided for prospective teachers."[8]

Hendrik Gideonse recently stated his views concerning what preservice teachers should know prior to entering the profession. His summary included the following statement which has significant relevance for the present dicsussion.

> Teachers need to be liberally educated in the sense that they are freed from their own parochial viewpoints, and comfortable in their knowledge of the broader historical, social, and technological context in which they work as professionals and which constitutes the backdrop for the educational goals they serve. (emphasis added)[9]

Boyer also cautioned against our becoming too parochial in our approach to education, and he identified two objectives for the nation's colleges and schools. The first speaks to the need to provide opportunities for individual aptitudes and abilities to be discovered. The second is of greater significance in the context of the present discussion. According to Boyer it is essential that we "discover our connections with each other so that we can live socially and civically and spiritually in tune with

those about us. The curriculum must confirm both our independence and our interdependence."[10]

The need for developing and implementing viable programs of global education through internationalizing the curriculum at all levels has been documented numerous times in the literature. However, Henry Kissinger possibly has provided the most succinct observation in this regard. He stated that "the national interest can no longer be devised or attained in isolation from the global interest....We are wired together so that a short circuit could fry us all."[11]

## Global Education in Teacher Education: Search for A Model

The need to establish teacher education programs which inculcate at least the basic principles of multicultural education has been recognized repeatedly by both the profession and governmental agencies which administer programs of elementary, secondary, and post-secondary education. What is crucial to this matter is the model selected by a given institution to meet this goal. It is the opinion of the author that no single model exists which is relevant in every given situation. Rather, each program must devise strategies and curricula which respond to basic objectives within the parameters set by available human and non-human resources. Further, a prime prerequisite is a firm commitment on the part of the administration and faculty in the institution to programs designed to internationalize the curriculum.

Although there is no single model for internationalizing a teacher education curriculum, there are some basic components which must be present if the program is to be viable. The discussion which follows seeks to identify some of those components and characteristics which appear to be most essential.

The AACTE statement, No One Model American, identified four (4) thrusts which must be integral components of the educational process at all levels:

1. the teaching of values which support cultural diversity and individual uniqueness;
2. the encouragement of the qualitative expansion of existing ethnic cultures and their incorporation into the mainstream of American socioeconomic and political life;
3. the support of explorations in alternative and emerging life styles; and
4. the encouragement of multiculturalism, multilingualism, and multidialectism.

In the same statement, the point is made very clearly that the integration of emphasis on multicultural education in teacher education programs cannot be superficial. Specifically, these programs must be "more than special courses or special learning experiences grafted (emphasis added) onto the standard program." Rather, evidence of the commitment of a teacher education program is manifested at least in part by the fact that emphasis on multiculturalism permeates all areas of the educational experience.[12]

The AACTE, in cooperation with the International Council on Education for Teaching and the National Council

on Foreign Language and International Studies, recently made public a set of guidelines designed to evaluate the degree to which international education is emphasized in teacher education programs. In the second section of the guidelines, "Curiculum Development", six areas are identified which should be included in the program of studies. These are considered essential in order to

> enable individuals to develop competencies and sensitivities for perceiving, believing, and behaving within the complex human and ecological interactions that characterize the globe. All academic disciplines and professional studies draw their substance from a global knowledge base. They provide students with concepts, skills, and values by which they can understand the significance and impact of global events and make rational decisions about the conduct of their private and civic lives and enable them to participate intelligently and responsibly in the democratic foreign policy process.[13]

Jahn stated that a teacher education curriculum designed to inculcate a global perspective must emphasize both study and participation. "Participatory field experiences alone are not adequate to achieve the target objectives of a global education." Further, he perceived the need to emphasize formal study as both preliminary to and embodied in international and multicultural field experiences.[14]

Most authorities in the field of global education support the notion that such studies must fall within both the cognitive and affective domains. For example, Kniep stated that "in order to grasp the commonality of the world's inhabitants, students need to develop not only

knowledge of other cultures but also attitudes for living interdependently."[15]

Likewise, Santos wrote that "teacher educators are challenged to reach out to more than the student's intellect. He or she must enter the very private and delicate world of the affective domain."[16]

The National Council for the Accreditation of Teacher Education has consistently supported the inclusion of learning experiences in multicultural education. The same is true for the Southern Association of Colleges and Schools and other national, regional, and state accrediting agencies.

Dedmon stated that a person cannot be truly educated "without having some kind of heightened sensitivity to other cultures. Each culture causes its own unique thing to happen."[17]

## Global Education: The Radford Model

The model for global education at Radford University is essentially that which is implied in the draft document entitled "Guidelines for International Teacher Education" currently under review by the AACTE.[18] As the information which follows indicates, the University through the College of Education and Human Development is seeking to implement a viable program of global education which is interdisciplinary, competency based, and addresses the principles subsumed under each of the seven sections of the guidelines. Further, the strategies employed to date have emphasized

both cognitive and affective areas of learning experiences and have encouraged the utilization of a wide range of resources and experiences.

In essence, the University has responded to the need to internationalize the teacher education curriculum in a manner which parallels the advice given by the American Association of State Colleges and Universities (AASCU). Specifically, the AASCU stated that an institution "must get started from where it is." Total commitment from the faculty is desireable, but not essential. However, significant support from the central administration is crucial, and this has been a major factor in the development of global education initiatives at Radford.[19]

The University. Radford University is a coeducational, comprehensive, residential institution with both undergraduate and graduate programs. Established in 1910 as a teacher training institution, the University has expanded its role within the state educational system to the point that it today is a medium-sized comprehensive university. Teacher education continues to be a major component of the overall mission of the academic mission of the University and to provide innovative leadership at both the state and national levels.

As a university, Radford has during the past seven years sought ways to expand emphasis on multicultural and international education. Leadership for this effort has been provided by Dr. Donald Dedmon, President of the University.

Dr. Dedmon has integrated vision and creativity with an unswerving commitment to both concepts. As a result of his leadership Radford University currently has in place some exciting and, in certain ways unique programs and projects which impact both the University community and the local and regional communities it serves.

In the Fall of the 1984-85 academic year, the University opened its International Communications Center. This facility was established to provide more opportunities for students to be exposed to foreign cultures via several means:

1. Satellite earth receiving station - permits students to view television programming from foreign countries for the study of language; art; literature; culture; geography; and economic, political, and business structures and practices
2. Exchange programs - faculty and students
3. Guest lecturers - honors courses and faculty development
4. Special seminars and workshops - open to area residents as well as the University community

Dr. Dedmon noted that the purpose of the center is not just to meet the needs of students studying a foreign language. "All students must be exposed to a foreign culture. That's what the focus should be. The new center represents the university's attempts to find new ways that are unique to Radford of making it easier for students to reach beyond an isolated culture."[20]

In September, 1985, the University established an exchange program with the University of Kassel in West

Germany. Students who participate will pay tuition to and receive cerdit from their home institutions although they will be enrolled in courses in a foreign country.The College of Visual and Performing Arts also initiated an exchange program with Middlesex Institute for students pursuing degrees in any of the visual and performing arts.

At this same time, the University inaugurated its Distinguished Visiting Professor Program. Quite appropriately, the first person to serve the University in this capacity was Mrs. Jehan Sadat. During the Fall Semester she taught a course entitled Women in the Third World; and in the Spring Semester, a course on Egyptian History. The influence of Mrs. Sadat reached further than just to those who were privileged to attend her lectures. She visited elementary schools, toured the University Speech and Hearing Clinic, hosted school teachers and administrators who visited her lectures, and provided countless interviews with the media. Her mission is, by her own admission, "just to be a link between the Egyptian and the American .... to bring them closer together." In another context, Mrs. Sadat spoke of the role of the teaching profession in promoting peace. "Teaching, particularly that teaching which provides a link between two cultures, is in itself the shortest way to peace, just to know each other, to get to be friends, to learn from each other."[21]

On May 8, 1986, Dr. Dedmon announced the establishment of the Institute for International Economic Competitiveness.

Administered through the assistance of Dr. Michael Evans, a nationally recognized authority in international economics, the institute will seek to provide a new approach to understanding the theoretical and institutional structure of international trade.

Teacher Education. Within the College of Education and Human Development several significant strategies have been implemented which have resulted in the development of an dynamic model for implementing global education in teacher education. The first stage in the development of the model was the establishment of an Intercultural Student Teaching Program and a program which permits classroom teachers and school administrators to visit classrooms abroad.

Soon after these programs were implemented, the undergraduate program in teacher education was totally revised. Prior to these changes, references in the curriculum to multicultural and international education were, at best, meager. With the revisions, these components are now required within the framework of the competency based format of the curriculum. Further, each syllabus, as appropriate, must reflect content and experiences designed to permit each preservice teacher opportunities to explore, both theoretically and experientially, the concepts of global education.

Concomitantly, the program was expanded to include four years of field-based experiences for students majoring in early, middle and special education. Students are required

to have practical experiences with children in a wide range of learning experiences in a variety of cultural settings. An option in the student teaching program is for students to be placed in a school abroad. Presently, students can be placed in schools in Mexico, Santo Domingo, and Wales, and additional sites are being sought.

One component of the Wales placement is that it involves a cooperative exchange with the West Glamorgan Institute of Higher Education (WGIHE) in Swansea, Wales. Student teachers from WGIHE visit Radford for four weeks and are given student teaching placements in area schools. Student teachers from both institutions become involved with the community which only serves to extend the positive benefits of the transnational exchange. Discussions have begun regarding expansion of this program to include the following:

- Faculty exchanges
- Classroom teacher exchanges
- Local government exchanges
- Recruitment of foreign students for graduate study

The primary goal of the Intercultural Student Teaching Program is to permit preservice teachers opportunities to have learning experiences gained from actual exposure to and immersion in a multicultural setting different from their own. Dr. Dedmon expressed the same idea as follows:

> The reason that exchange programs are good is because of the word exchange. We exchange ideas with them and they exchange ideas with us.... Therefore, the objective of the university has to be to build bridges, not

> walls, and to keep in front of it the idea that we are now a world community.[22]

The commitment of the University and the College to global education is further evidenced by the fact that a special administrative unit within the College of Education and Human Development has been organized for the specific purpose of coordinating and developing initiatives in global education. Already, the Center for Special Services has worked with a local committee to organize and sponsor a special two-day workshop in development education for teacher educators. In addition, this office coordinates the Intercultural Student Teaching Program and any other study abroad and/or exchange programs.

## Summary

Mrs. Sadat so beautifully stated that while "society may move at astonishing speed, the mind of the individual is slower to change. What we must do is change the person, the society from inside. For it is difficult for an individual to change the life around him until he has been transformed himself."[23]

Kniep identified the common theme of global education as follows:

> A global education prepares young people to participate responsibly in the world in which they live.

He elaborates upon this idea by describing the concept as an education which prepares one for "life in a world of multiple and overlapping jurisdictions and loyalties."[24]

If we also accept this point of view as a goal, then it clearly follows that teacher education should provide the leadership in ensuring that global education does in fact "permeate all the areas of the educational experience provided for prospective teachers."[25] We at Radford University do not claim that our approach is immutable or perfect. Our commitment is genuine as is our desire to join with our colleagues throughout the world in collaboratively working to promote both the spirit and intent of global education.

## NOTES

[1]William A. Hunter, "Antecedents to Development of and Emphasis On Multicultural Education," Multicultural Education Through Competency-Based Teacher Education, ed. William A. Hunter, (Washington, D.C.: American Association of Colleges for Teacher Education, 1974), 15.

[2]Kevin Ryan and James M. Cooper, Those Who Can, Teach, 4th ed. (Boston: Houghton Mifflin Co., 1984), 434.

[3]Alfredo de los Santos, Jr., "Facing the Facts About Mexican America," AAHE Bulletin 38 (1986): 3-6.

[4]Margaret Mead, "This Time There Is No Enemy," Curriculum Planning: A New Approach 3rd ed., ed. Glen Hass (Boston: Allyn and Bacon, Inc., 1980), 58.

[5]Harvey R. Jahn, "Global Education for an Interdependent World," Photocopy, n.d., p.4.

[6]The President's Commission on Foreign Language and International Studies, Strength Through Wisdom (Washington, D.C.: Government Printing Office, 1979), p.7.

[7]Russell Edgerton, "Closing Convictions," AAHE Bulletin 38 (1986), p.10.

[8]AACTE Commission on Multicultural Education, "No One Model American," Journal of Teacher Education 24 (1973), 264-65.

[9]Hendrik L. Gideonse, In Search of More Effective Service: Inquiry as a Guiding Image for Educational Reform in America (Cincinnati, Ohio:College of Education, University of Cincinnati, 1983), 9.

[10]David C. King, Foreign Language, International Studies, and Business Ally to Combat Our 'Appallingly Parochial' Curriculum," ASCD Curriculum Update (Summer 1985), 2.

[11]Gerald Leinwand, Without A Nickel: The Challenge of Internationalizing the Curriculum and the Campus (Washington, D.C.: American Association of State Colleges and Universities, 1983), p.6.

[12]AACTE Commission on Multicultural Education, op. cit.

[13]These guidelines have been distributed by the AACTE for review by the membership and the Board of Directors of the Association. The document cited here is purely a draft, and the reader is cautioned against assuming that they have received official endorsement from the association.

American Association of Colleges for Teacher Education, "Guidelines for International Teacher Education," Photocopy, 1986.

[14]Jahn, op. cit., p.5.

[15]Willard M. Kniep,"Global Education in the Eighties," Curriculum Review (November/December, 1985), p.17.

[16]Sheryl L. Santos, "Promoting Intercultural Understanding Through Multicultural Teacher Training," Action in Teacher Education 8 (Spring, 1986): 21.

[17]Joan T. Lentczner, "Opening New Vistas," Radford University Magazine 6 (April, 1985), 12.

[18]American Association of Colleges for Teacher Education, op. cit.

[19]Leinwand, op. cit., p.15.

[20]Lentczner, op. cit.

[21]Monty S. Leitch, "Jehan Sadat's Vision: Peace and Equality for Women Worldwide," Radford University Magazine 6 (January, 1986), p.16.

[22]Lentczner, op.cit.

[23]Leitch, op.cit., p. 14.

[24]Kniep, op.cit., p. 18.

[25]AACTE Commission on Multicultural Education, op. cit.